

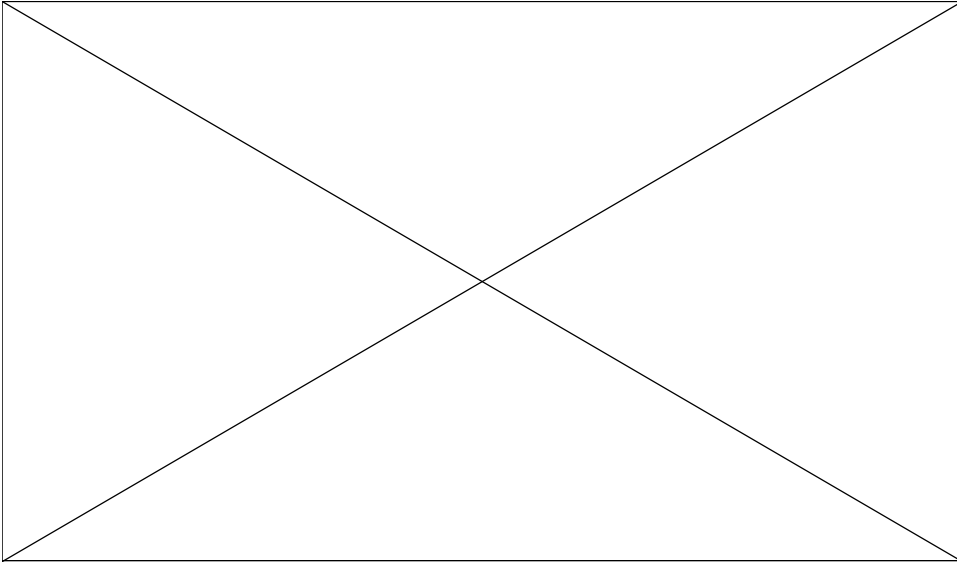


Why do we need change?

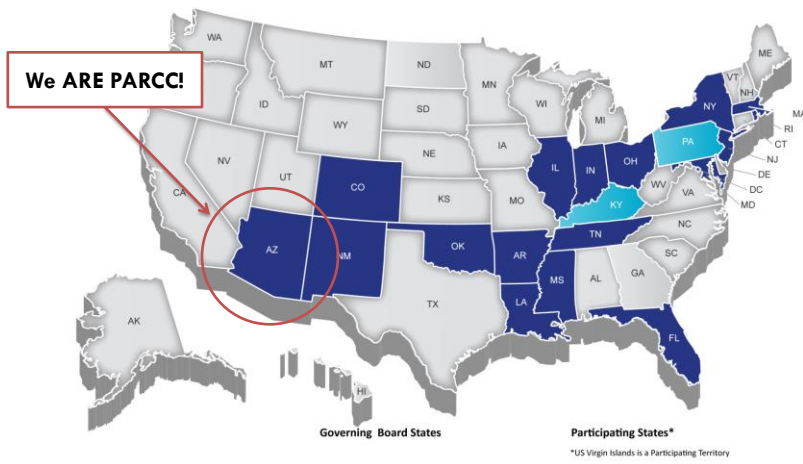


<http://www.youtube.com/watch?v=dY2mRM4i6tY>

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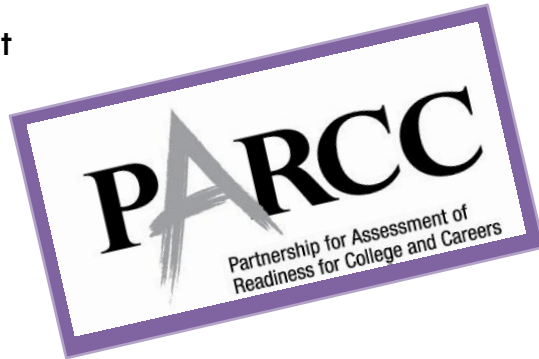
What Is PARCC?



Why PARCC and not Smarter Balanced?



- Type of assessment
- State involvement
- Demographics



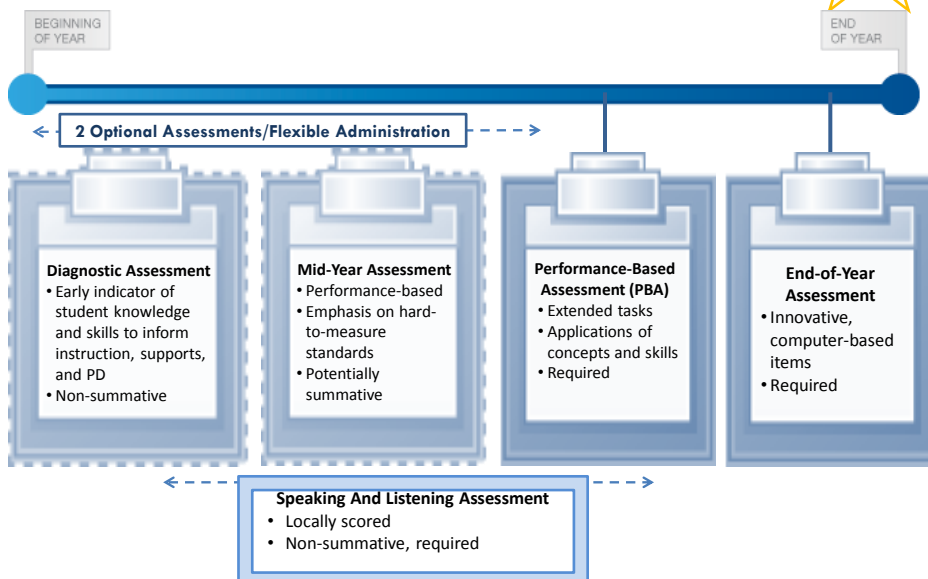
Why New Assessments Now?



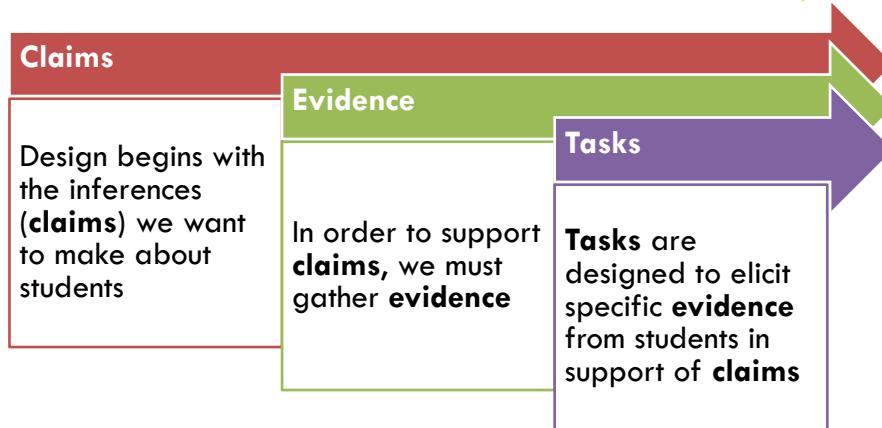
PARCC ASSESSMENT PRIORITIES:



PARCC Assessment Design: ELA/Literacy and Mathematics 3-11



PARCC: Evidence Centered Design



ECD is a deliberate and systematic approach to assessment development that will help to **establish the validity** of the assessments, **increase the comparability** of year-to-year results, and **increase efficiencies/reduce costs**.

Key Shifts—Mathematics



CLAIMS DRIVING DESIGN: MATHEMATICS



Master Claim: On-track for college and career readiness.

Students solve grade-level/course-level problems in mathematics as set forth in the Standards for Mathematical Content **with connections to the Standards for Mathematical Practice.**

Sub-Claim A: Students solve problems involving the major content for their grade level with connections to practices.

Sub-Claim B: Students solve problems involving the additional and supporting content for their grade level with connections to practices.

Sub-Claim C: Students express mathematical reasoning by constructing mathematical arguments and critiques.

Sub-Claim D: Students solve real world problems engaging particularly in the modeling practice.

Sub-Claim E: Students demonstrate fluency in areas set forth in the Standards for Content in grades 3-6.

Overview of Mathematics Task Types



Task Type	Description of Task Type
I. Tasks assessing concepts, skills and procedures	<ul style="list-style-type: none"> Balance of conceptual understanding, fluency, and application Can involve any or all mathematical practice standards Machine scorable including innovative, computer-based formats Will appear on the End of Year and Performance Based Assessment components Sub-claims A, B and E
II. Tasks assessing expressing mathematical reasoning	<ul style="list-style-type: none"> Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements (MP.3, 6). Can involve other mathematical practice standards May include a mix of machine scored and hand scored responses Included on the Performance Based Assessment component Sub-claim C
III. Tasks assessing modeling / applications	<ul style="list-style-type: none"> Each task calls for modeling/application in a real-world context or scenario (MP.4) Can involve other mathematical practice standards May include a mix of machine scored and hand scored responses Included on the Performance Based Assessment component Sub-claim D

Type I: Tasks assessing concepts, skills, and procedures



SAMPLE ITEM

Drag each fraction to the correct location on the number line.

● $\frac{1}{2}$ ● $\frac{3}{2}$ ● $\frac{6}{2}$



The fraction number line task is adapted from a task available at <http://illustrativemathematics.org>.

[Reset](#)

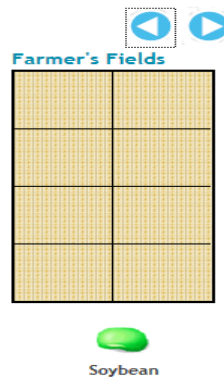
Type II: Tasks assessing mathematical reasoning



SAMPLE ITEM

Part A

A farmer plants $\frac{3}{4}$ of the field with soybeans.
Drag the soybean to the field as many times as needed to show the fraction of the field that is planted with soybeans.



[Reset](#)

Type II: Tasks assessing mathematical reasoning



SAMPLE ITEM

Part B
Type a fraction different than $\frac{3}{4}$ in the boxes that also represents the fractional part of the farmer's field that is planted with soybeans.

$\frac{3}{4} = \frac{\boxed{}}{\boxed{}}$

Farmer's Fields

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Explain why the two fractions above are equal.

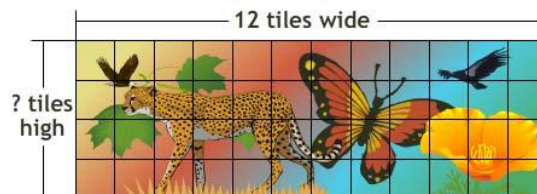
Type III: Tasks assessing modeling/applications



School Mural (grade 3), Part A

There is a large mural made of colored tiles at the entrance of Rena's school.

The mural is made with 48 square tiles and is 12 tiles wide.



Drag tiles into the boxes to show a number sentence that can be used to find how many tiles high the mural is.

4 6 8 10 12 48

 X =

Type III: Tasks assessing modeling/applications



School mural (grade 3)

◀ About the task CCSSM Alignment Part a **Part b** Scoring ▶

There is a large mural made of colored tiles at the entrance of Rena's school.

A part of the mural was damaged in a heavy storm as shown. The part of the mural that was NOT damaged is 5 tiles long and 4 tiles high.

Rena wants to know how many tiles need to be replaced. First drag the tiles to label the model. Then fill in the blank with the number of tiles that need to be replaced in the mural.

4 x 4 4 x 5 5 x 7 4 x 7 5 x 10

Part to be replaced

4 x 12

tiles need to be replaced in the mural.

ELA/Literacy Shifts at the Heart of PARCC Design:



Claims Driving Design: ELA/literacy



ELA/Literacy for Grades 3–11

“On Track” Master Claim/Reporting Category:

Students are “on track” to college and career readiness in ELA/Literacy.

Major Claim: Reading Complex Text

Students read and comprehend a range of sufficiently complex texts independently.

Major Claim: Writing

Students write effectively when using and/or analyzing sources.

SC: Vocabulary Interpretation and Use (RI/RI.X.4 and L.X.4-6)

Students use context to determine the meaning of words and phrases.

SC: Reading Literature (RI.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

SC: Reading Informational Text (RI.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.

SC: Written Expression (W.X.1-10)

Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

SC: Conventions and Knowledge of Language (L.X.1-3)

Students demonstrate knowledge of conventions and other important elements of language.

SC: Research

(data taken from Research Simulation Task)
Students build and present knowledge through integration, comparison, and synthesis of ideas

PARCC Summative Assessment: ELA/Literacy Item Types



Evidence Based Selected Response (EBSR)

- Emphasizes Reading Anchor Standard 1 (focus on evidence)
- Usually has 2 parts

Technology Enhanced Constructed Response (TECR)

- Uses technology to capture student comprehension of text in authentic ways
- Can be used to test skills that have previously been difficult to score by machine

Range of Prose Constructed Response (PCR)

- Written response
- Can take many forms
- Elicits evidence that students understand a text or texts and can communicate that understanding well

Evidence Based Selected Response: Grade 6 Example



Part A

Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

- a. She is angry that he left her alone.
- b. She blames him for her difficult childhood.
- c. She appreciates his thorough knowledge of nature.
- d. She is grateful that he planned out her future.

Part B

Which sentence from the passage **best** shows Miyax's feelings for her father?"

- a. "She had been lost without food for many sleeps on the North Slope of Alaska."
- b. "This could be done she knew, for her father, an Eskimo hunter, had done so."
- c. "Unfortunately, Miyax's father never explained to her how he had told the wolf of his needs."
- d. "And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned."

Technology Enhanced Constructed Response:



Below are three claims that one could make based on the article "Earhart's Final Resting Place Believed Found."

Claims	Earhart and Noonan lived as castaways on Nukumaroro Island.
	Earhart and Noonan's plane crashed into the Pacific Ocean.
	People don't really know where Earhart and Noonan Died.

Part A

Highlight the claim that is supported by the most relevant and sufficient evidence within "Earhart's Final Resting Place Believed Found."

Part B

Click on two facts within the article that best provide evidence to support the claim selected in Part A.

PARCC Summative Assessment ELA/Literacy Performance Tasks



Research Simulation Task

- A research question is posed, with students told they will gather information to answer this research question
- Students read a non-fiction text, answer questions to help gather information from the text to solve the research problem.
- Students read one or two additional nonfiction texts, answer questions to help gather additional information to solve the research problem posed, and then write an analytical essay to present their solution to the research question posed.

Literary Analysis Task

- Students read two literary texts, answer questions that demonstrate the ability to do both close analytic reading and comparison and synthesis of ideas. Students write a literary analysis of both texts.

Narrative Writing Task

- Students read one text and answer a few questions to help clarify understandings of the text(s).
- Students write either a narrative story or a narrative description. (Critical element for the writing prompt is that it elicits student demonstration of ability to write sequences well).

Questions Worth Answering?



Final Grade 7 Prose Constructed-Response Item #2

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart's Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

Questions?



PARCC Accommodations



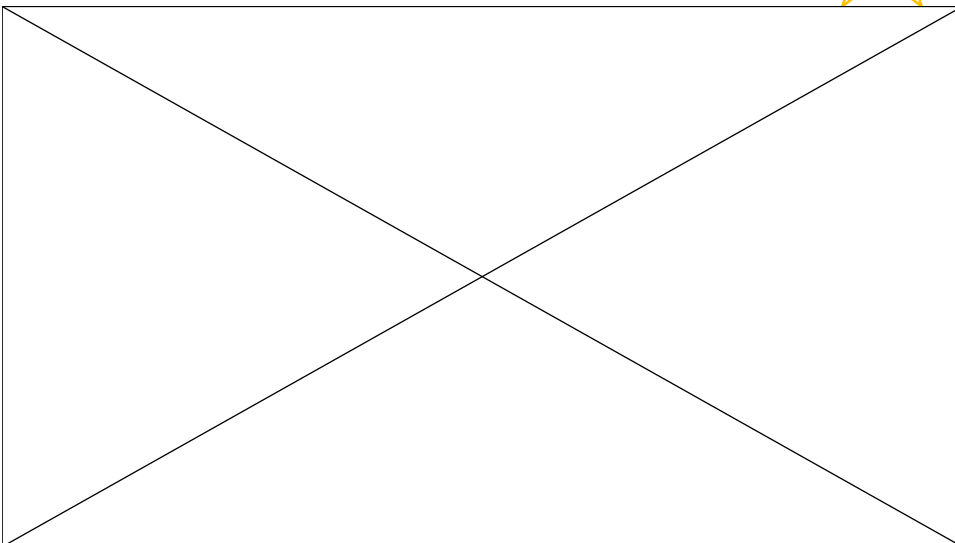
Accommodations Manual



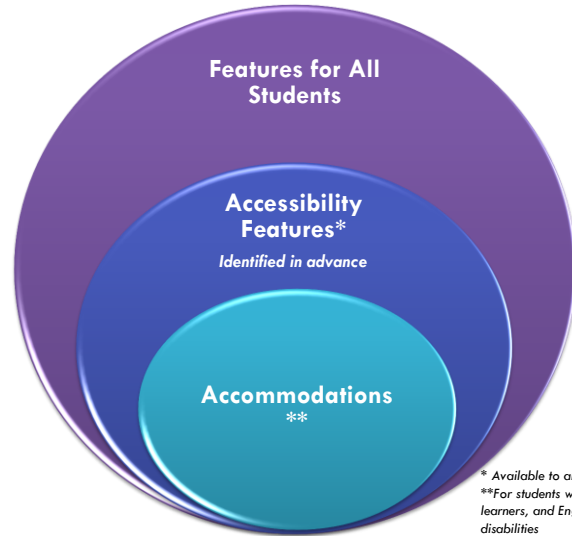
PARCC Accessibility Features and Accommodations Manual

July 25, 2013
First Edition Release

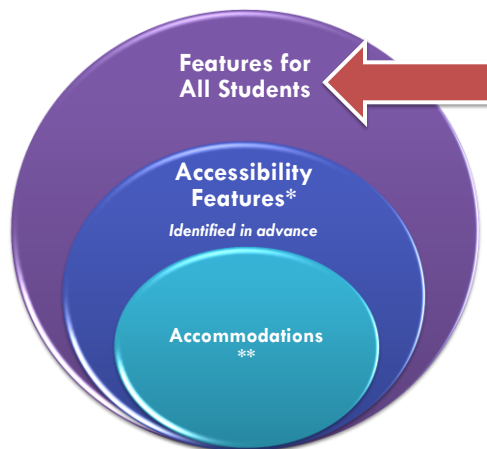
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PARCC Comprehensive Accessibility Policies



Accessibility Features for All Students



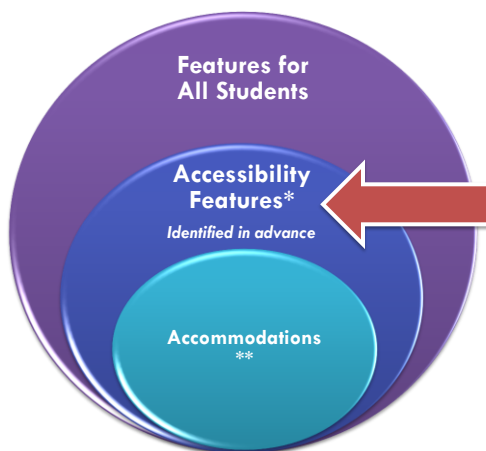
- Tools, support and scaffolds
- Universal Design features
- Onscreen access
- Student choice

Accessibility Features for All Students



Accessibility Features for All Students
Audio Amplification
Blank Paper <i>(provided by test administrator)</i>
Eliminate Answer Choices
Flag Items for Review
General Administration Directions Clarified <i>(by test administrator)</i>
General Administration Directions Read Aloud and Repeated <i>(by test administrator)</i>
Highlight Tool
Headphones
Magnification/Enlargement Device
NotePad
Pop-Up Glossary
Redirect Student to Test <i>(by test administrator)</i>
Spell Checker
Writing Tools

Accessibility Features Identified in Advance



- Available to all students
- Enabled by school-based educators
- PNP
- Student choice

Accessibility Features Identified in Advance



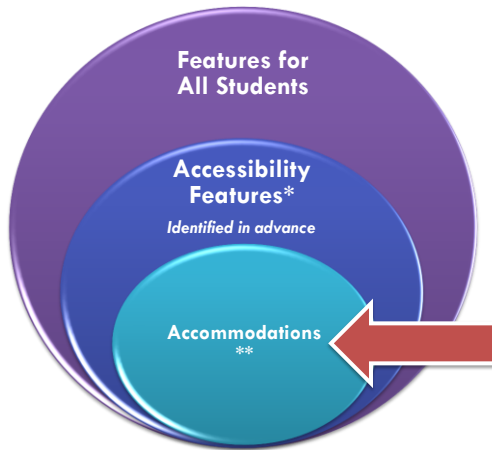
Accessibility Features Identified in Advance
Answer Masking
Background/Font Color (Color Contrast)
General Masking
Line Reader Tool
Text-to-Speech for the Mathematics Assessments

Administrative Considerations for All Students



- Detailed guidelines on the administration of the PARCC assessments will be included in the *PARCC Test Administration Manual*.
- Principals may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or who is an English learner:
 - Small group testing
 - Frequent breaks
 - Time of day
 - Separate or alternate location
 - Specified area or seating
 - Adaptive and specialized equipment or furniture

Proposed Accommodations for Students with Disabilities

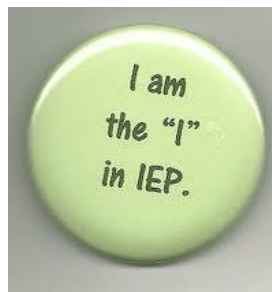


- Presentation accommodations
- Response accommodations
- Other Proposed accommodations

How Do We Determine Appropriate Accommodations?



- IEP Team decision
- Based on accommodations provided during instruction



Presentation Accommodations



Content Area	Presentation Accommodations
ELA/Literacy	Text-to-Speech or Video of a Human Interpreter for the ELA/Literacy Assessments, including items, response options, and passages*
	Braille Edition of ELA/Literacy Assessments (Hard-copy braille tests and refreshable braille displays for ELA/Literacy)
	Closed-Captioning of Multimedia Passages on the ELA/Literacy Assessments
	Descriptive Video
Mathematics	Video of a Human Interpreter for the Mathematics Assessments for a Student Who is Deaf or Hard of Hearing
	Braille Edition of Mathematics Assessments (Hard-copy braille tests for Mathematics)
Both Content Areas	Additional Assistive Technology (Guidelines available fall 2013)
	Tactile Graphics
	Video of a Human Interpreter for Test Directions for a Student Who is Deaf or Hard of Hearing

Response Accommodations



Content Area	Response Accommodations
ELA/Literacy	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for constructed responses on the English Language Arts/Literacy Assessments*
	Word prediction on the ELA/Literacy Performance-Based Assessment*
Mathematics	Calculation Device and Mathematics Tools* (on Non-calculator Sessions of Mathematics Assessments)
Both Content Areas	Additional Assistive Technology (Guidelines available fall 2013)
	Braille note-taker
	Scribing or Speech-to-Text (i.e., Dictation/Transcription or Signing) for the Mathematics assessments, and for selected response items on the English Language Arts/Literacy assessments

* See notes below

Other Proposed Accommodations for Students with Disabilities



Category	Accommodation
Timing & Scheduling	Extended Time
Setting	Many settings that were once considered accommodations are now consider accessibility features for all students and will be included in the test administrator manual. These include – separate location, small group testing, specified area or seating, time of day, and frequent breaks.

Unique/Emergency Accommodations



- A small number of students may require additional accommodations:
 - Not listed in PARCC manual
 - Result of recently-occurring accident or illness
- PARCC states will review requests



Accommodations for English Learners



When selecting accommodations for English learners, consider the student's:

1. **Level of English language proficiency (ELP) on the state ELP test**
 - Beginning, Intermediate, or Advanced
2. **Literacy development in the native language**
 - Native language literacy
 - Interrupted schooling/literacy background
3. **Background factors that impact effective accommodations use**
 - Grade/age
 - Affective filter (i.e., level of student anxiety/comfort with English)
 - Time in U. S. schools

Manual Development Timeline



Activity	Date
Early research and development phase	June 2011 – January 2013
Draft reading access & calculator accommodations policies released for public comment	January 16 – February 4, 2013
National Students with Disabilities and English Learner Stakeholder Briefing	January 18, 2013
Draft writing access accommodations policies released for public comment	February 8 – 20, 2013
1 st draft of manual reviewed by states	March 12, 2013
Accessibility, Accommodations and Fairness national technical experts discussed manual	March 14, 2013
PARCC State Lead Review	March 20-27, 2013
Follow-up meetings with advocacy/national organizations providing public comments	March 27 – April 20
Executive Committee discussion and vote to move to public comment	April 10
Public comment on the manual	April 18 – May 13
Draft manual revised in response to feedback	May 14 – June 11, 2013
Governing Board vote on adoption of <i>PARCC Accessibility Features and Accommodations Manual (First Edition)</i>	June 26, 2013
<i>PARCC Accessibility Features and Accommodations Manual (First Edition)</i> released	July 25, 2013
Supporting guidelines, tools, and policies released.	Fall 2013
Second edition of <i>PARCC Accessibility Features and Accommodations Manual</i> released after field testing and item development research studies	Late 2013-early 2014

Questions?



PARCC Communication



- Please use the **Subscribe to AZ – PARCC** icon button to sign-up for up-to-date PARCC information from the Arizona Department of Education's Assessment Division.



Contact Information



- Assessment
 - Sarah.Gardner@azed.gov
 - Kevin.Bruney@azed.gov
- Exceptional Student Services
 - Ann.Gortarez@azed.gov
 - Sandra.Laine.azed.gov